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2022-2023 Norfolk Public Schools Comprehensive School Improvement Plan

Name of School: WH Ruffner Middle School

Area of Focus: Academic Achievement -English (Reading & Writing)

S.M.A.R.T. Goal: By June of 2023, we will increase the pass rate for all students in English (reading & writing combined) from 55% to 75% and reduce the achievement gap for SWD (students with disabilities), economically disadvantaged, and black students from 30.61%, 54.03% and 55%, to 15%, 25%, and 25%, respectively as measured by the Virginia Standards of Learning assessments.

Essential Action /Research-based Strategy/Evidence-based Intervention: Provide direct and explicit vocabulary instruction and writing across the curriculum instruction to implement the written, taught, and tested curriculum with clear objectives in every classroom, every day, for every student.

Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s).

Monitor the implementation of the written, taught, and tested curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include conditions, behaviors, and criteria.

Monitor the implementation of the written, taught, and tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Framework in both content and cognition.

Consistently monitor and provide evidence-based feedback on implementation of professional development to teachers with an explicit focus on student learning outcomes.

Adjust existing practices, programs, and strategies as needed to focus on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups.

Academic Review Finding



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Action Steps (Place in sequential order.)	Position(s) Responsible for Implementation	Implementation Frequency	Evidence/Artifacts: Implementation and Impact	Position(s) Responsible for Monitoring	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Consistently monitor and provide evidence-based feedback on implementation of professional development to teachers with an explicit focus on student learning outcomes. (AR)	Reading Specialist District Level Instructional Coach Department Chair Administration Deans of Students	January 2023- June 2023	Observation schedule Informal and Formal walkthroughs and observations <u>Walkthrough Data</u>	Principal Assistant Principal Sr. Coordinator	Quarterly	
2. Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s). (AR)	Instructional Leadership Team (ILT) Administration	January 2023- June 2023	Lesson planning protocol that supports alignment to the written, taught, and tested curriculum <u>Collaborative Planning Guides</u> <u>Administration Lesson Plan Feedback Log</u> <u>RMS Lesson Plan Feedback Form</u>	Principal Assistant Principal English Department Chair Title 1 Interventionist Deans of Students	Biweekly	



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<p>3. Monitor the implementation of the written, taught, and tested curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include conditions, behaviors, and criteria. (AR)</p>	<p>Instructional Leadership Team Administration</p>	<p>January 2023- June 2023</p>	<p>Observation schedule Informal and Formal walkthroughs and observations <u>Walkthrough Data</u></p>	<p>Principal Asst. Principal Deans of Students Department Chairs</p>	<p>Weekly</p>	
<p>4. Ensure students have enough opportunities each day to use new vocabulary in a variety of contexts through activities like discussion, writing, and extended reading.</p>	<p>Teachers University Instructors Reading Specialist Title 1 Teacher ILT Part Time Tutors</p>	<p>September 2022-June 2023</p>	<p>Lesson Plans Student Work Samples Supplemental program student reports</p>	<p>Interventionist Reading Specialist District Instructional Coach</p>	<p>Weekly</p>	
<p>5. Monitor student progress weekly through formative assessments and quarterly using STAR universal screener and next steps for intervention</p>	<p>Teachers Reading Specialist Title I teacher</p>	<p>September 2022-June 2023</p>	<p>STAR Reports Lexia and iLit Reports Intervention Plans <u>STAR Data</u></p>	<p>Principal and Assistant Principal District Instructional Coach Reading Specialist</p>	<p>Monthly</p>	



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<p>6. Monitor the implementation of the written, taught, and tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Framework in both content and cognition. (AR)</p>	<p>English Dept. Chair Principal Assistant Principal District Instructional Coach</p>	<p>January 2023- June 2023</p>	<p>Observation schedule Informal and Formal walkthroughs and observations</p> <p><u>Walkthrough Data</u></p> <p>Utilization of the “Six Steps for Effective Feedback Process”</p> <p><u>Six Step Protocol</u></p>	<p>Principal Asst. Principal Deans of Students</p>	<p>Weekly</p>	
<p>7. Implement the intervention literacy block daily with fidelity to ensure direct instruction of identified student needs from progress monitoring.</p>	<p>Teachers University Instructors Title I teacher Reading Specialist Part Time Tutors</p>	<p>September 2022-June 2023</p>	<p>Intervention Plans Google doc walkthrough form Informal Observation document Supplemental program Student Reports Intervention bell framework</p>	<p>Administration Sr. Coordinator of English Reading Specialist Department Chair District Level Instructional Coach</p>	<p>Weekly</p>	<p>#1</p>
<p>8. Provide parents with information on and offer workshop on Parent Vue to monitor grades to</p>	<p>Family Engagement Specialist</p>	<p>January 2023- June 2021</p>	<p>Information Documentation</p>	<p>Principal Assistant Principal</p>	<p>Monthly</p>	<p>#1 and 4</p>



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increase parental awareness of academic standing.			Workshop Agendas			
9. Adjust existing practices, programs, and strategies as needed to focus on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups. (AR)	Teachers ILT District Instructional Coach Title 1 Math Coach	December 2022-June 2023	Data Team Minutes <u>Collaborative Planning Guides</u> <u>Administration Lesson Plan Feedback Log</u> <u>RMS Lesson Plan Feedback Form</u>	Principal Assistant Principal Deans of Students	Monthly	

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?

English Learners	Students with Disabilities
N/A	<ol style="list-style-type: none"> 1. Identify Tier 3 interventions needed for each student. 2. Ensure Specially Designed Instruction (SDIs) is embedded in the lesson plans. 3. Provide extended day opportunities for increased academic supports in Reading and Writing with the use of strategies from Power Tools for Adolescent Literacy.
Economically Disadvantaged	Transient, Foster and Homeless



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<ol style="list-style-type: none"> 1. Identify Tier I & Tier II interventions for students in the reading intervention block. 2. Provide extended day opportunities for increased academic support in Reading and Writing through small group learning. 	<ol style="list-style-type: none"> 1. Internal school supports (Counseling, CEIS, Behavior specialist, Instructional coach) to engage students in small group interventions that support Reading and Writing. 2. Identify and provide students with work packets to assist with Reading and Writing when students transition between homes 3. Provide students with concurrent learning opportunities during student transition as needed.
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<p style="text-align: center;">Area of Focus: Academic Achievement in Mathematics (Numeracy)</p>	
<p>S.M.A.R.T. Goal: By June of 2023, we will increase the pass rate in math from 51% (2021) to 75% for all students, increase the participation rate of SWD from 91% to 95%, and reduce the achievement gap for SWD, economically disadvantaged, and black students from 31.43%, 50.69% and 49%, to 15%, 25%, and 25%, respectively as measured by the Virginia Standards of Learning assessments.</p>	
<p>Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor a process to review and provide feedback and guidance to teachers to ensure lessons & lesson delivery contains explicit (modeling) & systematic instruction and engages students in the mathematics process goal with problem solving.</p> <p>Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s).</p> <p>Monitor the implementation of the written, taught, and tested curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, and tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Framework in both content and cognition.</p> <p>Consistently monitor and provide evidence-based feedback on implementation of professional development to teachers with an explicit focus on student learning outcomes.</p>	<p>■ Academic Review Finding</p>



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Adjust existing practices, programs, and strategies as needed to focus on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups.						
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Screen all students quarterly using STAR Math to determine areas of need for support to students and professional development.	Math Teachers Instructional Coach	September 2022-June 2023	STAR Reports Department Agendas Edmentum Data STAR Data	Department Chair Assistant Principal	Bi-Weekly	
2. Consistently monitor and provide evidence-based feedback on implementation of professional development to teachers with an explicit focus on student learning outcomes. (AR)	Title 1 Math Coach Department Chair Administration Deans of Students	January 2023-June 2023	Observation schedule Informal and Formal walkthroughs and observations Walkthrough Data	Principal Assistant Principal Sr. Coordinator	Quarterly	
3. Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all	Instructional Leadership Team (ILT) Administration	January 2023-June 2023	Lesson planning protocol that supports alignment to the written, taught, and tested curriculum	Principal Assistant Principal Math Department Chair Title 1 Math Instructional Coach	BiWeekly	



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<p>classroom activities to the aligned objective/s). (AR)</p>			<p><u>Collaborative Planning Guides</u></p> <p><u>Administration Lesson Plan Feedback Log</u></p> <p><u>RMS Lesson Plan Feedback Form</u></p>			
<p>4. Monitor the implementation of the written, taught, and tested curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include conditions, behaviors, and criteria. (AR)</p>	<p>Instructional Leadership Team</p> <p>Administration</p>	<p>January 2023- June 2023</p>	<p>Observation schedule Informal and Formal walkthroughs and observations</p> <p><u>Walkthrough Data</u></p>	<p>Principal Asst. Principal Deans of Students Department Chairs</p>	<p>Weekly</p>	
<p>5. Monitor the implementation of the written, taught, and tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Framework in both content and cognition. (AR)</p>	<p>Department Chair</p> <p>Administrators</p> <p>Title I Teacher</p> <p>Title I Math Coach</p> <p>District Instructional Coach</p>	<p>January 2023- June 2023</p>	<p>Observation schedule Informal and Formal walkthroughs and observations</p> <p><u>Walkthrough Data</u></p> <p>Utilization of the “Six Steps for Effective Feedback Process”</p> <p><u>Six Step Protocol</u></p>	<p>Principal Assistant Principal Deans of Students Title 1 Math Coach District Instructional Coach</p>	<p>Weekly</p>	



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<p>6. Develop, implement, and monitor a mathematics block structure to include direct instruction and modeling, differentiated small group instruction, and use of on-line instructional programs to meet the needs of all students.</p>	<p>Teachers University Instructors Department Chair District Instructional Coach Title 1 Math Coach Part Time Tutors</p>	<p>September 2022-June 2023</p>	<p>Informal and Formal walkthroughs/ observations feedback data</p> <p>Walkthrough Data</p> <p>Edmentum data</p> <p>Edmentum Skill Performance</p>	<p>Principal Assistant Principal Deans of Students District Instructional Coach Title 1 Math Coach</p>	<p>Bi-weekly</p>	
<p>7. Implement the intervention numeracy block daily with fidelity to ensure direct instruction of identified student needs from progress monitoring.</p>	<p>Teachers University Instructors Title 1 Math Coach Part Time Math Tutors</p>	<p>September 2022-June 2023</p>	<p>Intervention Plans</p> <p>Informal and Formal walkthroughs/ observations feedback data</p> <p>Walkthrough Data</p> <p>Edmentum data</p> <p>Edmentum Skill Performance</p>	<p>Administration Sr. Coordinator of Mathematics Department Chair District Level Instructional Coach Title 1 Math Coach</p>	<p>Weekly</p>	<p>#2</p>



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<p>8. Provide parents with information on and offer workshop on Parent Vue to monitor grades to increase parental awareness of academic standing.</p>	<p>Family Engagement Specialist</p>	<p>January 2023- June 2021</p>	<p>Information Documentation Workshop Agendas</p>	<p>Principal Assistant Principal</p>	<p>Monthly</p>	<p>#2 and 4</p>
<p>9. Adjust existing practices, programs, and strategies as needed to focus on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups. (AR)</p>	<p>Teachers ILT District Instructional Coach Title 1 Math Coach</p>	<p>December 2022-June 2023</p>	<p>Data Team Minutes <u>Collaborative Planning Guides</u> <u>Administration Lesson Plan Feedback Log</u> <u>RMS Lesson Plan Feedback Form</u></p>	<p>Principal Assistant Principal Deans of Students</p>	<p>Monthly</p>	

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?

English Learners	Students with Disabilities
<p>N/A</p>	<ol style="list-style-type: none"> 1. Identify Tier 3 interventions needed for each student. 2. Ensure Specially Designed Instruction (SDIs) is embedded in the lesson plans. 3. Provide extended day opportunities for increased academic supports in Reading and Writing with the use of strategies from Power Tools for Adolescent Literacy.



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Economically Disadvantaged	Transient, Foster and Homeless
<ol style="list-style-type: none"> 1. Identify Tier I & Tier II interventions for students in the reading intervention block. 2. Provide extended day opportunities for increased academic support in Reading and Writing through small group learning. 	<ol style="list-style-type: none"> 1. Internal school supports (Counseling, CEIS, Behavior specialist, Instructional coach) to engage students in small group interventions that support Reading and Writing. 2. Identify and provide students with work packets to assist with Reading and Writing when students transition between homes 3. Provide students with concurrent learning opportunities during student transition as needed.

Area of Focus: Academic Achievement in Science	
<p>S.M.A.R.T. Goal: By June of 2023, we will increase the pass rate from 23.94% (2021) to 75% (2023) for all students passing the Science 8 Standards of Learning Assessment.</p>	
<p>Essential Action /Research-based Strategy/Evidence-based Intervention: Implement and monitor a process to review and provide feedback and guidance to teachers to ensure lessons & lesson delivery contains explicit & systematic instruction and engages students in The 5E Instructional Model for Scientific Inquiry.</p> <p>Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom activities to the aligned objective/s).</p> <p>Monitor the implementation of the written, taught, and tested curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include conditions, behaviors, and criteria.</p> <p>Monitor the implementation of the written, taught, and tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Framework in both content and cognition.</p>	<p>Academic Review Finding</p>



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<p>Consistently monitor and provide evidence-based feedback on implementation of professional development to teachers with an explicit focus on student learning outcomes. Adjust existing practices, programs, and strategies as needed to focus on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups.</p>						
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
<p>1. Consistently monitor and provide evidence-based feedback on implementation of professional development to teachers with an explicit focus on student learning outcomes. (AR)</p>	<p>District Level Instructional Coach</p> <p>Department Chair</p> <p>Administration</p> <p>Deans of Students</p>	<p>January 2023- June 2023</p>	<p>Observation schedule</p> <p>Informal and Formal walkthroughs and observations</p> <p><u>Walkthrough Data</u></p>	<p>Principal</p> <p>Assistant Principal</p> <p>Sr. Coordinator</p>	<p>Quarterly</p>	
<p>2. Develop and implement a plan to provide written feedback to teachers on the planning and delivery of aligned lessons within daily instruction (connecting all classroom</p>	<p>Instructional Leadership Team (ILT)</p> <p>Administration</p>	<p>January 2023- June 2023</p>	<p>Lesson planning protocol that supports alignment to the written, taught, and tested curriculum</p> <p><u>Collaborative Planning Guides</u></p>	<p>Principal</p> <p>Assistant Principal</p> <p>Science Department Chair</p> <p>District Instructional Coach</p>	<p>Weekly</p>	



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<p>activities to the aligned objective/s). (AR)</p>						
<p>3. Monitor the implementation of the written, taught, and tested curriculum by focusing on evidence-based feedback using coaching questions to support teachers on alignment to the Standards of Learning Curriculum Framework in both content and cognition. (AR)</p>	<p>Department Chair Administrators District Instructional Coach</p>	<p>January 2023- June 2023</p>	<p>Observation schedule Informal and Formal walkthroughs and observations</p> <p><u>Walkthrough Data</u></p> <p>Utilization of the “Six Steps for Effective Feedback Process”</p> <p><u>Six Step Protocol</u></p>	<p>Principal Assistant Principal Deans of Students District Instructional Coach</p>	<p>Weekly</p>	
<p>4. Monitor the implementation of the written, taught, and tested curriculum framework in writing and delivering aligned lessons that include clear learning objectives that include conditions,</p>	<p>Instructional Leadership Team Administration</p>	<p>January 2023- June 2023</p>	<p>Observation schedule Informal and Formal walkthroughs and observations</p> <p><u>Walkthrough Data</u></p>	<p>Principal Asst. Principal Deans of Students Department Chairs</p>	<p>Weekly</p>	



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behaviors, and criteria. (AR)						
5. Incorporation of inquiry-based activities that are structured around the 5E Learning Cycle	Teachers Department Chair	September 2022-June 2023	Lesson Plans Lesson Plan Feedback Classroom Observations Walkthroughs	Department Chair District Instructional Coach Dean of Students Principal Assistant Principal	Weekly	
6. Provide parents with information on and offer workshop on Parent Vue to monitor grades to increase parental awareness of academic standing.	Family Engagement Specialist	January 2023-June 2021	Information Documentation Workshop Agendas	Principal Assistant Principal	Monthly	#3 and 4
7. Adjust existing practices, programs, and strategies as needed to focus on analyzing assessment data to ensure alignment, attainment, and proficiency on the Virginia Standards of Learning with a specific focus on all student groups. (AR)	Teachers ILT District Instructional Coach Title 1 Math Coach	December 2022-June 2023	Data Team Minutes <u>Collaborative Planning Guides</u> <u>Administration Lesson Plan Feedback Log</u> <u>RMS Lesson Plan Feedback Form</u>	Principal Assistant Principal Deans of Students	Monthly	



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Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?	
English Learners	Students with Disabilities
N/A	<ol style="list-style-type: none"> 1. Identify Tier 3 interventions needed for each student. 2. Ensure Specially Designed Instruction (SDIs) is embedded in the lesson plans. 3. Provide extended day opportunities for increased academic support in Reading and Writing with the use of strategies from Power Tools for Adolescent Literacy.
Economically Disadvantaged	Transient, Foster and Homeless
<ol style="list-style-type: none"> 1. Identify Tier I & Tier II interventions for students in the reading intervention block. 2. Provide extended day opportunities for increased academic support in Reading and Writing through small group learning. 	<ol style="list-style-type: none"> 1. Internal school supports (Counseling, CEIS, Behavior specialist, Instructional coach) to engage students in small group interventions that support Reading and Writing. 2. Identify and provide students with work packets to assist with Reading and Writing when students transition between homes 3. Provide students with concurrent learning opportunities during student transition as needed.

Area of Focus: Family Engagement

S.M.A.R.T. Goal: By June of 2023, we will increase family and community engagement as measured by an increase in student attendance, parental participation in the PTSA, and monthly engagement activities by implementing PBIS, Student Advisories, SEL activities, and increasing student engagement opportunities in electives; and increasing school-home communication, surveys, and community outreach.



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Essential Action /Research-based Strategy/Evidence-based Intervention: Use the PBIS framework to enhance the continuum of supports to meet needs of all students and families.						<input type="checkbox"/> Academic Review Finding
Action Steps (Consider professional development, resources, etc.)	Person(s) Responsible for Implementation	Timeline (Beginning to End dates)	Evidence selected to Measure Progress (Artifacts required)	Person(s) Responsible for Monitoring (position/title)	Monitoring Frequency	Title I, Part A Budget Implications (if applicable)
1. Create and modify the PBIS matrix to define prosocial skills in response to conflict through a visual representation for areas in the school setting.	PBIS Coordinator PBIS Team	August 2022- June 2023	PBIS matrix for hallway, cafeteria, and classroom	Principal Assistant principal Behavior Specialist CEIS Counselor	monthly	#4
2. Establish a calendar of PBIS professional development sessions with a focus on the problem-solving process.	PBIS Coordinator Team Behavior Specialist	August PBIS 2022-June 2023	Monthly TIPS meetings Tiered fidelity Inventory Tiered fidelity checklist	Principal Assistant principal Behavior Specialist CEIS Counselor	monthly	#4
3. Implement and monitor a daily advisory period that provides academic and social emotional support for students. Advisories will support a prosocial skills lesson in every advisory group every week.	PBIS Team Teachers Administrators School Counselors	September 2022-June 2023	Walkthrough tool that collects data on PBIS lesson implementation.	Principal Deans of Students Behavior Specialist	Quarterly	#4
4. Organize and distribute PBIS resources to staff that provide differentiated	PBIS Team	September 2022-June 2023	PBIS lesson templates PBIS research-based literature and resources Newsletters, Emails	Administration	Quarterly	#4



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support to students with a focus on pro social skills.			Meeting minutes			
5. Implement and monitor a plan to provide professional development to staff to implement and monitor the Team Initiated Problem Solving Process (TIPS) with a focus on prosocial skills.	PBIS Team	September 2022-August 2023	Tiered Fidelity Inventory Quarterly TIPS agenda TIPS fidelity checklist	Administration	Quarterly	#4
6. Implement school-wide, R.U.L.E.R. an evidence-based approach to SEL.	School RULER team	February 2023-August 2023	PD Schedule R.U.L.E.R. checklists	School Counseling Director School-based R.U.L.E.R. training team	Quarterly	#4
7. Increase elective offerings to support increased student engagement and attendance. Offerings will include music technology, computer science, pan drums, and Future Problem-Solvers.	Teachers IST District Instructional Coach	September 2022-August 2023	-Student performance reports (grades) -Attendance data -Platform data -Quarterly Student exhibitions -Walkthroughs and classroom observations	Principal Assistant Principal District Instructional Coach Deans of Students	Monthly Quarterly (student exhibitions)	#4

Supplemental Supports: What additional action steps will be implemented to support achievement, opportunity, and/or access for students?

English Learners	Students with Disabilities
N/A	1. Provide students with small group support with counselors and behavior specialist focusing on prosocial strategies and skills and positive decision-making behavior.
Economically Disadvantaged	Transient, Foster and Homeless



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1. Include student voice through surveys in the prosocial skills checklist
2. Implement and monitor PBIS lessons to ensure student engagement in the prosocial schoolwide pledge to support prosocial skills
3. Establish and maintain small groups with students that reinforce prosocial skills.
4. Provide families and students with zoom meeting sessions with a focus on prosocial skills and positive intervention strategies. Identify Tier I & Tier II interventions for students in the reading intervention block.
5. Provide extended day opportunities for increased academic support in Reading and Writing through small group learning.

1. Provide families and students with prosocial support kits that consist of the PBIS matrix and family resources and strategies to support students in positive decision-making for behavior
2. Provide families and students with links to zoom meeting sessions with a focus on prosocial skills and positive intervention strategies.